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The School Counselor

JOURNAL OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

N. HARRY CAMP, JR., *Editor*
Counselor, Westview Junior High School
1901 N.W. 127th Street
Miami, Florida

JACK SOMNY, *Business Manager*
Counselor, Westview Junior High School
1901 N.W. 127th Street
Miami, Florida

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AMERICAN SCHOOL COUNSELOR ASSOCIATION

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Our President Writes

Recent events have, as never before in the short history of our profession, brought the spotlight of public attention to focus on school counseling services. Both laymen and fellow educators, addressing national groups of readers and listeners, have expressed the greatest expectations that one or another of our national problems will be solved by the provision of adequate counseling services for students in our elementary and secondary schools. Representatives of the shortage professions have turned to school counselors for the recruitment of new workers. Spokesmen for colleges have assigned to counselors the responsibility for solving real or alleged problems in such areas as multiple applications and academic preparation. More recently a general concern about our national manpower resources in mathematics, science, and engineering has led to new scholarship programs and proposals for national and state legislation, the implementation of which rests to a great degree with counselors.

School counselors greet these expectations with mixed reaction. To the extent that they represent real recognition of the nature of counseling and its potential contribution to the mission of elementary and secondary education, we are gratified and encouraged. It is clear, however, from many of the statements that have reached wide national audiences this year, that some of these expectations are based on distorted or vague impressions of what counseling is and what it seeks to accomplish. It is on this point that school counselors must be concerned, must recognize their own responsibility, and must engage unitedly in the discharge of that responsibility. We must define and interpret counseling, or inevitably it will be defined and interpreted for us by others outside the profession. In a generation of laboratory and practical experience we have formulated certain concepts regarding the nature of counseling and the roles of counselor and pupil in the counseling process. We must share these concepts with our non-counseling colleagues in education, and we must interpret these concepts in layman's language to the American public.

Although individuals and local and state groups of counselors have borne, and continue to bear, this responsibility within their own spheres of influence and concern, the problem has recently gained a national dimension which requires that the profession find its voice and become articulate in its contribution to the solution of national problems in education.

THE AMERICAN SCHOOL COUNSELOR ASSOCIATION can serve as the voice of our profession on the national scene and, indeed, is being called upon to do so with increasing frequency. Both singly, on matters related exclusively to school counseling, and co-operatively with our companion divisions

of APGA, on matters related to our broader mutual interests, ASCA has participated in a number of significant conferences, publications, and action programs which should result in greater understanding of, and support for, school counseling services. During the past year the first steps were taken in the development of a supplementary publications program to provide, for public use, professionally prepared materials on specific subjects, such as elementary school guidance and information for parents about planning for higher education. At the same time our own quarterly, *THE SCHOOL COUNSELOR*, was substantially increased in volume to provide for greater communication with and among counselors.

These are just beginnings. Impressive as they may seem for an organization barely five years old, the fast-breaking developments of the times give urgency to the need for an effective, full-grown body of school counselors which is truly representative of our profession, which can bring to discussion in the national forum our collective experience and insight, and whose voice will speak for all professionally competent and active school coun-

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Editorial

Although the current ASCA year began in St. Louis in April when our new officers officially began their duties, this issue of the journal is the first opportunity to communicate our thoughts and set our sights for the coming year. Our president in these pages has realistically and admirably sounded the way. It is true that the counseling profession faces the greatest challenge in its history. Every professional worker in the field should accept this challenge. But, members of ASCA must lead the way. They must spearhead the drive to meet our responsibilities. As each of us assumes the role of counselor, he must reexamine himself carefully. He must critically evaluate his every action. His behavior should reflect his enthusiasm for his work and his belief in the fundamental educational-psychological-vocational-sociological principles that are the foundation of our profession. More than ever before the counselor must prepare diligently to help each individual with whom he works find self-knowledge and self-direction. Every counselor activity must be geared to helping boys and girls, in cooperation with their parents and teachers, discover their strongest interests, aptitudes, and aspects of personal-social make-up. Only in this way can the individual realistically choose and realize educational-vocational goals which will enable him to become a happy contributing member of our democratic society. ASCA has a job to do. With every member working promptly and diligently our profession can meet the challenge and play the major role it should in determining America's future.

A First-Year Counselor's Soliloquy

ROSEMARY BUCHANAN

Teacher, Porter Junior High School, Cincinnati, Ohio

AND

WORTH R. JONES

Counselor-Trainer, University of Cincinnati, Cincinnati, Ohio

SELECTING THE PLAY

Phew! That's over. I'm sure I should be glowing all over—my contract is signed; I'm a full-fledged counselor. Or I will be—in September. Caldwell Junior High School, um-m-m— I wonder what it's like. What did Mrs. Warren say? She seemed nice—so warm and interested in me as a person—guess that's the way a counselor should be. Let's see, Caldwell is a new school, in the west end of the city—west end, I think that's supposed to mean something to me—predominantly Negro—I always said I had no racial prejudice; but how will they accept me? Southern accent, *et al*—. Well, here's your chance, kid; what will you do with it? Mrs. Warren said I am to organize the guidance program at Caldwell—a real challenge, didn't I think? Glad I have a month before school starts. I'd better call Mr. Anderson and make an appointment to see him. Wonder what he's like—wonder how he feels about counseling. I'd like to see him tomorrow morning—I'll jot down my questions so I won't forget anything important.

THE FIRST READING

Well, it's my baby! Mr. Anderson certainly seems cooperative, so genial and pleasant. Glad I could talk with Miss Henderson too. As assistant principal, she works more with the students, I gathered, than Mr. Anderson. Both very enthusiastic about a guidance department, thank goodness. Lets see what they told me, now—an expected enrollment of about 900; almost 400 seventh graders, about 300 eighth graders, and more than 200 ninth graders. The area is small geographically, but thickly populated. Families of ten or more are oftentimes packed into small apartments or houses. Social economic status is low, more than a third on welfare or other types financial aid. Sounds like slum conditions, and most of the buildings look like it, too, except for those relatively new buildings on Roosevelt Parkway.

Scholastic standing generally low—what can I do about that? The grades on the *cums*—thank goodness, some of those have already arrived—looked about average, though; A's, B's, C's, D's, and F's as usual. But wait a

minute, remember those standardized test scores—retarded one to two years according to English and math proficiencies. Forgot to ask if Caldwell has a remedial reading program. Maybe the kids can't read! Most of the PR's and I.Q.'s seemed normal, but there were some that were terribly low. Glad to know we'll have a slow-learners section. Better check my information from Mrs. Warren. I think she said that most of the intelligence testing is done through the Central Office.

The counselor's room looked good to me—a little small, but I think it will work out. Glad it's close to the principal's office, since the *cums* are to be kept there. If I move that portable section of shelves, I think I can use it as a partition to give some privacy. Nice to have the two telephones. I can talk with the teachers or make outside calls without leaving my office. I'd like to get some more chairs to put at that big table. I can spread out my pamphlets there—glad I ordered all that free literature last spring.

The library, too, seems well supplied, especially with books on teen-age problems. Didn't seem to be very many on occupations, though; must check with the librarian on that. Thank goodness, Mr. Anderson had already ordered basic materials for me; certainly enough paper, pencils, paper clips, thumb tacks, etc., to last a long time. I must ask if I might use that bulletin board space in the hall outside my office. I'd like to put up some posters; I could change them at intervals—start with those cartoons illustrating guidance services. Cartoons ought to appeal to junior high students.

Must spend a few days looking over the program for the students. Glad most of that is ready for this year—it would have to be, though, they couldn't have waited until the middle of August to make out programs.

Mr. Anderson said that we are lucky to have the help of a speech therapist, and special instruction for the hard-of-hearing. I remember that he said there are two totally deaf children scheduled in the slow-learners section, and about a dozen whose previous school record indicates speech problems. I must remember to talk with home room teachers about that—be on the lookout for children who have speech difficulties. Good chance for counseling, too; speech problems sometimes are of emotional origin.

The homeroom period seems very short, only ten minutes daily—barely time to check attendance. Wonder how the staff would feel about lengthening the homeroom period—say once a week. It would give the homeroom teachers a chance to know their students—do some guidance too. Wonder how many guidance-orientated teachers we have on the staff. Well, I'll soon know, first staff meeting in two weeks—Friday before school starts. And much to do before then—so—get with it.

EVALUATING THE PROPS

Am I ever lucky! This city has a veritable gold mine of community services available. Health services seem adequate; Caldwell children may receive care at any one of the Basin clinics, St. Mary's Hospital, and at Municipal Hospital. Dental clinics are overcrowded, though, and there's a long waiting list. School nurse provided by the Public Health Department. My interview with the school psychiatrist was interesting. Let's see, he has two psychiatric caseworkers, and the visiting teachers work under his supervision also. Seems to me the city needs more than six visiting teachers, though. Glad we have a separate attendance department. There are six home visitors for our area alone—should be adequate.

The Detention Home is certainly an attractive building. The capacity is too small, though, to take care of all the children needing help. Delinquents and dependent children are housed there—but only temporarily. Montclair School—last stop before Boys' Industrial—can take care of some fifty boys, but it's all too small. And for the girls, it's even worse; Parkview School has room for only twenty. Glad I was able to have interviews with the supervisors of County Welfare, Family Service, Municipal Hospital Psychiatric Clinic, Catholic Charties, and Jewish Family Service. They're available if I need them.

Glad I made a tour of the U. S. Employment Service. Think I have a good relationship for job possibilities later on. Many of Caldwell's students are old enough to work, and from the looks of family conditions, they'll be wanting jobs. Must check on work permit procedures. Glad my order for *Kuders* is sent. They should arrive early in September. The employment office volunteered to administer their *General Aptitude Test Batteries* to referred students—. I'll want to keep in mind too, the leisure time activities; let's see, the Y.M. and Y.W., Boys' Club, and three neighborhood houses are in our area. Help the kids have fun in the right way, and they won't have time to get into trouble—. There you go, arm-chair theorizing again; but anyway, work on it, kid, work on it. But right now, get with that talk to the staff—guidance services—make it good; first impressions are important. Better wear that blue suit—cool, comfortable, and good-looking.

SETTING THE STAGE

Gee, how did I do? And how did they feel? Rather uncommunicative as a group—but give them time. Staff of about forty, including the librarian, gym locker attendants, and counselor. The librarian is a jewel, so far. Volunteered a section of the library for my use—seemed so interested in guidance. How about the teachers? What did they think of my talk? Right

after Mr. Anderson introduced me, my mind was a blank. Hope I covered up. Forgot all my notes—oh well, I do better when I talk without notes anyway. Do hope I mentioned all the services I want to offer; counseling, individual inventories, information, placement, and follow-up services—. Hope I didn't talk too long. Their questions were good, but so few asked questions. Maybe the others already know all the answers. Glad Mr. Anderson has agreed to include a Guidance Committee in his staff committees. I'll want to work with the P.T.A. Committee—and the committee on Student Welfare, too. What did that teacher say, the jolly one who teaches a border-line group? Something about keeping your sense of humor—. Well, you've got that, kid, keep a firm hold on it: you'll meet the children Monday.

ACT I—FALL

Here it is, the last of October already—, and what do I have to show for it? I do feel that our P.T.A. Open House was successful. I was more self-assured when I talked with the parents. They were eager for all kinds of help with their offspring—gave me some insight too, so many mothers and almost no fathers present. Expected that, but I hadn't realized that there is NO FATHER IN THE PICTURE for more than 50 % of our Caldwell students. Good for a real study—if I could only find the time.

Most of the *cums* have arrived—close to 90 % I'd say. Data from previous years have been posted. Achievement tests in English and Math will be administered by the subject teachers early in February. Home room teachers have begun recording observations. They've been wonderful about referrals—at least some of them have. Think I'm beginning to make headway. Wonder if the Guidance Committee could meet regularly—that's an interesting group to work with.

Mr. Scott is an enigma, seems to be so negative and almost hostile. I'd better cultivate him, try to chat with him more often—learn his point of view.

Hope those luncheon talks pay off. If only we could really convince the civic organizations of our dire need here in the Basin. Don't they know that children are children—human beings who need bread for their insides and clothes for their outsides, before we can do too much for their minds?

Student helpers here at school are doing O. K. And those children who help in the lunchroom are doing fairly well. Good training too—; classified as slow-learners, they are surprisingly efficient.

Good response on the new clubs—thanks to Mr. Ayers and Mrs. Talley, bless them. Must see about organizing a club for future nurses—have had several requests.

ACT II—WINTER

Take a deep breath, kid, your first year is half over. Better check as soon as grades are posted to see if failures have decreased. Those conferences ought to have paid off—, but there's no guarantee. There have been too many drop-outs though, poor kids; some of them have to learn the hard way.

Mr. Haley has been giving his Job Relations class some excellent guidance—those films we talked over are tops, and his students really appeared interested when I spoke to them last month. They've really come by to see the *D. O. T.* and some of my briefs and monographs. Next year, I'd like to have occupational talks earlier in the school year.

Glad I was able to give the *Mooney Problem Check List* and the *S. R. A. Youth Inventory* in November. Wonder if the kids were honest—guess they were. They seemed to enjoy the experience. Really has been helpful to me on the problem cases—gives me something to go on when teachers make referrals. It's been gratifying too, to have so many students stop in on their own.

ACT III—SPRING

Spring—budding flowers, singing birds, sparkling sunshine and OPTION CARDS! Why didn't I start earlier? How did I know it would take so long? First, I talked to the staff, outlining the general procedure for all three classes. Then, I held group conferences with home room teachers for each of the three grades. Home room teachers agreed to distribute option cards, supervise filling them out, sending them home for parents' signatures, and collecting them. Fine—as far as it went. But the loopholes! There were “umteen” individual questions, conflicts in programs, changes in choice of electives, *et cetera*.

Well, we finally made it. The kids scheduled for City Vocational next year were invited to Open House. I took the group who will attend Central over for a tour—and refreshments. And boy, did they love it. Eighth grade conflicts were ironed out, I hope—and the seventh grade seems all set. It took us from February to May, but it was worth it.

Our “shindig” for prospective seventh graders was interesting. I felt good about my talk to them too—no strain or tension. Student Council did a good job guiding groups on a tour of our building. So much for that.

Memorial Day tomorrow, a holiday—thank goodness for small blessings. This month has been full. That programming—glad it's done. Finished the eighth graders first. Had a lot of help in placing them in academic, regular, or special classes, due to the English and Math proficiency scores. The seventh graders were more routine. Had fewer conflicts. That's a good class. Will be fun to watch them develop.

The conferences concerning summer school went off rather well. Most of the ninth graders who failed one or two subjects are planning to attend. Can't say the same for the seventh and eighth graders. Guess they feel that it isn't too important for them yet. Out of the 150 students from Caldwell who need to make up at least one subject, 90 have indicated plans to attend. That doesn't seem bad to me. What I'm really pleased about is the opportunity for remedial reading. Recommendations were made through the English teachers—those students having a PR of above 25 and who are retarded in reading at least $1\frac{1}{2}$ grades are permitted to attend.

APPLAUSE AND BOOS

This is the day you didn't think would come—June 13. Why don't you take stock, kid, see what the score is. Got anything to put on the right side of the ledger? Well, I think my public relations have been good. Contacts were made with parents and community leaders—mostly pleasant results. At least they know GUIDANCE exists, and it's available at Caldwell. The kids have been wonderful. The staff has been very cooperative; the Guidance Committee has functioned all year. My office is well-equipped, good literature, accessible; some of it was too much so—it disappeared. That hall bulletin board received a lot of attention. Hope it was helpful. Number of failures decreased from first semester to second. Wonder to what extent I can take credit for that? Relations with administration have been fine as far as I'm concerned.

Hasn't all been rosy, though. There were times when I was impatient with the children who seemingly were unwilling to try. And what about Mr. Scott? He still is a question mark. I wonder if he'll be back next year. I hope so—want to see if he will be chairman of the Guidance Committee. Didn't give enough time to parents this year either. Should have had more conferences; made more home visits—could have found the time somehow. Didn't start early enough with option cards and programming either. Must schedule that earlier next year—orient teachers and students from fall to spring. Never did discover a satisfactory filing system for my literature. It was there, but I couldn't always find what I wanted when I wanted it. Didn't do as much on follow-up as I'd like. Oh well, next year will be different. I'd better get ready for my interview with Mrs. Warren. A challenge, she called it. Brother, was she right!

SELECTING THE NEXT PLAY

Well, I made it! I'm to go back to Caldwell next year, and I have the chance I needed to get that guidance department on solid ground. Next year surely will be different! First thing on my side, I'll be experienced—lovely word that—not a green horn fresh out of graduate school. For one thing, I'll start earlier—EVERYTHING. I'll check on programs beginning in July. No, that's not too early, what with the transient nature of our people.

I'll keep in touch this summer, with employed students. Begin a follow-up of last year's drop-outs. I'd better take inventory at the office, too, and see what materials need replacing. Order new literature; get that order mailed so that supplies will arrive well before school starts.

What about my filing? Certainly would be helpful if a student group could work on that. Maybe some ninth graders from Job Relations—ought to help them too. See Mr. Haley about that.

Want to have more student and parent conferences, too. Maybe if I speak to each home room section; talk with them informally—have a question and answer period, show some films. Each morning for about a month ought to take care of that. Must remember, too, to provide occupational information to ninth graders early in the year—through Job Relations class, especially. Must work more closely with low-achievers—as soon as first term grades are in. And follow through; work out a schedule.

I'd like to make more contacts with community leaders, too; see if I can secure outside speakers for assemblies. Would be good also, to check with the Detention Home, Parkview, and Mountclair, at least once a month routinely—over and above emergencies. Visit Caldwell children confined there—work more closely with the employment office; check on placements carefully—make survey of interests and activities. Give *Kuders* early in fall. See if Guidance Committee will spearhead organizations of student clubs—do more in Student Welfare Committee—Follow up on City Vocational and Central students. Hold on! I mustn't bite off more than I can chew.

Your work is cut out for you, kid. This is your opportunity. You're going to meet Mrs. Warren's challenge. That workshop at the University starting in July might be helpful—but first things first; grab your suitcase and take off. A month at the beach with the gang is just what you've been waiting for.

A Neglected Counseling Area

ANGELO V. BOY

Counselor, Parlin Junior High School, Everett, Massachusetts

Varsity athletes are a unique group in any school situation. They probably devote more hours to practice than any other campus groups. They expend themselves emotionally in their sport and they receive the plaudits of both classmates and society by the wide coverage given athletics by the press, radio, and television. Also, they are given a promise for the future by college and professional scouts.

Athletes naturally react differently to this type of environment. Some develop in character, social maturity, and physical well being as a result of their participation in varsity athletics. Many others, during the course of a

season, undergo tremendous pressures which result in the growth of problem areas.

According to my experience, the following problem areas are the most prevalent among athletes: (1) Athletes find that team participation is so demanding that little time is left for studies; (2) Properly allocating loyalties to studies and to the team often becomes a difficult problem to solve; (3) Inner conflicts arise because of a coach's tactics in his efforts to produce a winning team; (4) Anxiety becomes evident when an athlete dwells upon a coming game and its possible outcome; (5) Worry often accompanies the recuperation period after an injury; (6) A winning season will often produce unrealistic enthusiasm while a losing season may result in feelings of depression; and (7) Athletics are not often kept in their proper perspective. These are typical problems which arise during an athlete's career. He needs help in solving them if he is to maintain an adjustive psychological equilibrium.

The nature of varsity athletics produces pressures in those who participate. It has competition as its core. By necessity it makes demands upon the competitor. Some athletes are not disturbed by these pressures since they consider them to be part of the game, but many others succumb to these pressures during the course of a season. Unless these athletes receive immediate assistance, the pressure mounts and continues for months, years, and even a lifetime.

The most effective immediate assistance an athlete can receive with a problem is the opportunity to talk over his situation with a well trained counselor. Having the opportunity to meet these problems squarely when they arise will prevent them from becoming more serious.

Since an athlete's time is limited because of practice, meetings, games, traveling, and studies, the counselor should be available to the squad before and after practice sessions, at the hotel where the team is quartered, and in the normal school situation. Having the counselor readily available will prompt the athlete to seek immediate assistance.

The counselor who works with athletes must have insight into the rigors of participating in varsity athletics and the problem areas which arise. He must possess an awareness of his surroundings as well as the feelings of both the coaches and athletes. He would profit greatly by visits to practice sessions where he can observe the athlete at work.

His initial contact with the squad would be at a team meeting where he would be introduced by the coach. The counselor would then explain his function and his *raison d'être* in an effort to establish a rapport with the squad. It is hoped that the athletes would then individually avail themselves of the counseling service.

In addition to rendering valuable assistance with an athlete's personal problems a counselor can be of significant help in the vocational and educational areas. Many athletes feel that their future lies in the field of sports.

They are not being realistic regarding the number of jobs available and the large number of candidates. They must be encouraged to investigate other vocational areas according to their interests and abilities. In this manner, we can attempt to reduce the number of dejected athletes who suffer bitter disappointment when the door of athletic employment is closed. The athlete himself is not often the cause of such an unrealistic attitude developing. Those who surround him usually attempt to put a sparkle into the athlete's future in an effort to engender more athletic achievement.

Educationally, the athlete should be assisted in making meaningful course selections which will relate realistically to his future. Athletes with high intelligence and ability should be encouraged to pursue educational programs which are in correlation with their capacities instead of taking the easy way. They should be encouraged to develop their educational talents and strive toward goals which are purposeful when matched with their abilities. The general public often has doubts regarding the intellectual capacity of an athlete, and the athlete, being aware of these doubts, begins to feel that he is intellectually inferior to his counterparts. As a result he often assumes the role of the mentally inferior athlete.

These are some of the problems which an athlete must face and overcome if he is to make a proper adjustment. This adjustment can come about only by giving the athlete the opportunity to work with a counselor. In this way he can be assisted in effectively handling the complexities of being a varsity athlete. Previously, the athlete has been neglected in counseling programs. He must receive counseling assistance since an athlete's adjustment to life is often more difficult and complex than the non-athlete.

Our President Writes

Continued from page 2.

selors. Only by meeting this need promptly and decisively can our profession hope to play the major role in determining its own future.

To every member of ASCA the challenge is individual and personal. Each of us will reflect on his own identification with our profession and its ideals. Finding this identification genuine and purposeful, each will then seek ways to hasten the growth of the professional body and promote the realization of its ideals. This message will not presume to offer to a membership of professional men and women any formula for professional conduct and participation. Every member can develop his own best formula from the ingredients of his own values and abilities. If every member will give thoughtful and vigorous attention to the great and lasting professional ideals with which he identifies, and if he will bring these ideals to bear on the shaping of his national, professional association, there can be no doubt that ASCA will continue to be, more and more truly, more and more effectively, the respected voice of a respected school counseling profession.

Multiple Counseling at the Elementary School Level

BERTHA W. MERCER

Counselor, John Ruhrah Elementary School, Baltimore, Maryland

School # 228 in Baltimore, the school in which the author has served as counselor for the past six and one-half years, is somewhat unique in that it has twice as many intermediate pupils as primary. This situation is the result of overcrowding in the nearby, low-income housing project. Since the project school can accommodate only the children in the first four grades, their fifth and sixth graders come to # 228 by bus. In this situation the counselor's work, for the most part, has been concerned with children in the second term of the sixth grade, the 6A's.

During the study of the 6A records preparatory to making class studies, the counselor was concerned over the poor attendance of many of the children. Some had missed more than twenty-five days in each of the three preceding terms. Some action seemed indicated and so, in February 1955, the following project was started. The thirty-two children having the poorest attendance for the three preceding terms were interviewed individually early in the term. Attention was directed to absence and, in many cases, children themselves were able to relate the drop in achievement to poor attendance. All agreed to take part in the group program for the rest of the term. Each home was visited by the counselor who explained the proposed activity and invited parental cooperation. In one case a parent agreed to change her hours of work in order to relieve her daughter of the responsibility of getting the younger children off to school.

The children concerned met as a group for the first time the third week of March. Each child was given a graph showing his attendance for the past three terms and also a small folder for his daily record. During the discussion of plans, children were encouraged to talk about the things that made them miss time from school. The five most common ones were: (1) oversleeping because of lack of parental interest or planning; (2) going places with parents when fathers' shifts changed and they were at home during the day; (3) minding younger children while mother went out; (4) lack of lunches; and (5) lack of suitable clothing.

Ways of overcoming these difficulties were discussed and approved by the group. As a tentative goal, each child agreed to try to equal or better by one day the poorest record on his graph.

During the remainder of the term the group met for half an hour each Friday immediately following the noon recess. A quick showing of hands indicated those who had been present three, four or five days respectively. Those with perfect attendance were praised for their efforts and the others encouraged to try again the next week. Absent members were visited by the other children whenever possible. A stockpile of usable clothing, collected in the school, was given to those who needed it. In one instance the counselor packed an extra lunch for a child to tide him over until the arrival of the family welfare check. Interest increased and teachers commented on the improved attendance of several club members. On the last Friday of the term attendance totals were entered on the graphs and outlined in gayly colored stars. The group closed the program by signing the counselor's large autograph folder. Final results of the activity are: 2 children transferred to other schools; 7 children showed no gain in attendance; 2 children achieve the tentative goal set in the initial meeting, that of equaling the record of their poorest term's attendance; 2 children gained 1 day; 1 child gained 2 days; 1 child gained 6 days; 2 children gained 7 days; 1 child gained 8 days; 1 child gained $8\frac{1}{2}$ days; 1 child gained 11 days; 1 child gained 14 days; 1 child gained 16 days; 1 child gained 18 days; 1 child gained $18\frac{1}{2}$ days; 1 child gained 20 days; 1 child gained $20\frac{1}{2}$ days; 1 child gained 21 days; 1 child gained $21\frac{1}{2}$ days; 2 children gained $22\frac{1}{2}$ days; 1 child gained 26 days; 1 child gained 28 days.

In reviewing the program, the counselor felt that a smaller group would probably be better. Consequently, when a similar project was undertaken the following term, this group was limited to twenty-five children. An innovation that proved quite popular with the group was the introduction of a secret code number. Each child was assigned an identification code composed of the initials of the club, the teacher's initial and the child's number on the counselor's weekly record, thus: AC W 16 meant Attendance Club, Mr. Wilson's class plus his number. Each child entered his code number under the corner of his daily attendance folder out of sight. As the counselor's record passed around the group each child having perfect attendance for the week indicated it by placing a metallic star after his code number. The children's daily records were collected periodically and checked against the teachers' roll books. The low incidence of error attested to the honesty and sincerity of the group.

As to the final results, actual days gained remained at about the same level as for the previous group. The counselor felt, however, that there had been more growth evidenced in members of the group than before. The informality possible only in the smaller one resulted in getting to know each other better and seemed to pave the way for more lasting improve-

ment. Since the children concerned are now attending junior high school in the annex on the third floor of School #228, it has been possible for the counselor to keep in touch with some of them. In several instances there has been evidence of real gain. One 7B student asked for a folder to continue her weekly attendance record. Another makes a point of stopping in once a month to report her progress.

As to the future of the project, if the school should ever return to a normal situation with primary and intermediate departments about equal, the counselor hopes to begin with the fourth grade, carry out a similar undertaking through the sixth or possibly on through the first year of junior high school, working out necessary details with their counselor. It may well be that with earlier identification and sustained interest, these irregular attendants might be helped to move over into the ranks of the regulars.

Utilizing Group Dynamics Within a School Setting

SHIRLEY M. CONGDON

Counselor, Honolulu, Hawaii

The interrelationships among the children within a school are influenced by the drives and ambitions of the adults of the area in which the children live. In any community there are standards and codes of behavior which place certain social pressures upon the children of that group. These pressures and aspirations come to school with the children. This was confirmed for me when I served as a counselor in a community in which the newer residents were above average in education and income. Most of the families were young and the husbands were likely to be holding junior positions in professional or managerial occupations. The community itself was new and built in a formerly semi-rural area, so it contained the children of suburbanite families and the children of older, country families who had been crowded in by the post-war subdivisions. My major job responsibilities in the intermediate school of this community included working with individual pupils and serving as a consultant to the school staff and to parents on any aspect of pupil personnel work.

An outstanding characteristic of the parents was their interest in their children. Many people verbalized their reason for moving to this community by saying it was "a place where our children will have room to grow up." Great emphasis was put on the child as an individual. The establishment of a band in the music program of the elementary school was an outgrowth of the demands of parents for opportunities for children to develop individual

skills. The parents stress the independence of each child and wanted each one recognized. This put a competitive element into the lives of the children.

Since this community is in Hawaii, the children in the school group had an unusually wide variety of social experiences. For many, this included at least one trip to the mainland. Some had gone to visit relatives or traveled with their parents. Others had lived on the mainland, gone to mainland schools, and then come to this community.

Social experiences began, for some, at the age of one or younger, when parents joined forces "to take the kids to the beach." Later, more formal socialization took the form of social dancing lessons when the children were in the upper elementary school years. Among a certain group of children, a number took lessons from a particular dancing studio which periodically held parties for the class at the Royal Hawaiian Hotel. As the children's ages increased, so did the formality of the dances, and so a number of our intermediate school pupils had already attended balls in complete formal attire. This group became glamorized in the eyes of other students and thus became the pace setters for the school.

On the other hand, differences in the relative sophistication of our students did create an area of tension. Both parents and the school recognized this. In an effort to broaden the social experiences of all the students, the parents wanted to organize activities that would at least equalize the opportunities within the school. The counselor served as consultant and school representative in this sort of planning.

The preparation for a monthly Friday night canteen illustrates one phase of this planning. The canteen could not compensate or compete with the parties at the Royal Hawaiian unless it had student status. Questionnaires were sent to the students asking, among other things, which three fellow students they would suggest as canteen leaders. An adult committee of parents who knew the community and the school counselor selected the student canteen council. Thus the leadership was placed in the hands of students accepted by classmates and by parents.

We also used the canteen as a catalyst to help work out some other problems. One of these will serve as an example. Some time before the canteen project, a group of talented boys had formed an orchestra of their own. They usually chose to play rather unrestrained Latin American type of music which was looked down upon by the parents; hence, they received more disapproval than recognition of their talents. Spotlighting this group by giving them the job of intermission entertainment at the canteen gave them prestige and praise from the adults present. It also helped to reassure one over-anxious parent who was afraid an interest in this type of music would bring "rejection" for her son.

Another school problem which is related to the variations in the commu-

nity is the amount of money available in families for spending on student needs. An example occurred when tennis was introduced as part of the physical education program. Each player had to bring his own tennis racquet and we found that the ownership of a racquet had become a status symbol in the school.

The graduating class banquet illustrates one of the efforts made by the parents and the counselor to alleviate the economic differences. Dress standards were determined by the parents. Boys were required to come in shirt sleeves and ties. We knew some boys had dinner jackets but we also knew that many did not. We suggested that the girls come in ballerina length dresses—that is, the type of party dress that could be worn on many occasions. The more sophisticated girls followed instructions, but for many girls this was their first chance to get a “formal” and they arrived wearing ballerina length evening gowns.

A third problem which seemed to be of some importance was the plain fact that there were too many socially mature girls for the number of boys in the school.

This problem becomes important at the school level because boy-girl relationships are important to the students themselves and affect their school behavior. Some of the girls met this problem by asking to bring to school functions boys from other schools or other places, including servicemen from the Marine base nearby. The parent in such cases is caught between community attitudes, her daughter’s feelings, and her own opinions.

The boy-girl problem cannot be really solved, perhaps, but we did make some efforts to alleviate it. Our attempts included compensating the girls for the lack of boys by activities that gave the girls more contacts with adults and by arranging for them to get personal recognition.

The PTA Fair provided an opportunity to utilize girls in an outside project. We made certain that all who could and who wished to were given a chance to help run the fair.

The parents, at another time, arranged with a store in the community to put on a fashion show—a definitely female-centered activity. Models were chosen from among the eighth grade girls. These girls had been somewhat overshadowed by their ninth grade sisters; this was their chance to shine. The ninth graders were asked to serve as hostesses, which is a much more difficult job, but less glamorous.

One thing that I would like to emphasize is that the parents played a vital part in our school counseling program.

My work in this community convinced me that:

1. Talents of parents can and should be developed and utilized to assist in the school adjustment of the children. Giving parents an opportunity to work this way provides a healthier household for the children. Human

resources are being wasted if adults "retire" when their children get to the intermediate school.

2. It is healthy for parents themselves to have contact with many children, not just their own one or two. Setting up student-parent projects provides the parents with a chance to see more than just the closed group their children choose as associates.

3. It is healthy for children to have contact with many parents, not with just their own. The more adults a child meets in satisfactory experiences, the more satisfactory is the child's adjustment to adult status likely to be.

4. The best workable philosophy is that the parents, the community and the school are jointly responsible for the development of the children. The school is in a position to provide a center and the leadership for this philosophy. How much of the responsibility for the after-school hours social life of its students should the school assume? In this community, every effort was put forth to have the parents take over this responsibility. The major responsibility was put on them through parent-student group activities.

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Salary Differential of School Counselors

HERMAN J. PETERS

Associate Professor of Education, The Ohio State University

What is the situation with respect to salary differential for school counselors? Purcell surveyed 106 counselors in Nassau and Western Suffolk Counties of New York. She found that seventeen per cent were on separate salary schedules varying from \$7,200 to \$11,000 per year. Forty-two per cent of the counselors received a salary differential of \$200 to \$500 or more for the work performed in guidance. Twenty per cent received compensation for their extended service work.¹ Block,² Harris,³ and Jones a Miller⁴, reported salary differentials for counselors. The differentials are consistent with those given below for Ohio. Smith⁵ briefly presents the case for and against salary differential for counselors. He seems to indicate that the justification for salary differential is on the basis of extended service rather than on the premise that counseling is a more specialized field or more important function. To the latter two points, he states that the master teacher in a subject area meets these conditions.

In a 1957-58 postcard pilot survey of nearly 900 Ohio high schools, nearly ten per cent of the more than 700 replies stated that the school counselor received a salary increment above what he would be receiving as a classroom teacher. The salary differential was from \$20 to \$1,500, the latter being reported for a Director of Guidance. Of the 64 schools reporting salary differentials, nine indicated \$100 and twenty-one indicated \$200 as the yearly salary differential. Six schools reported differentials of \$500. Of course, those on extended service for the school year received additional pay.

Most of the schools with counselor salary differentials were located in the industrial, urbanized, thickly populated northeastern section of Ohio.

¹ Florence E. Purcell, "Counselor Duties—A Survey", *The School Counselor*, Vol. 4, No. 2, January 1957, p. 38.

² Virginia Lee Block, "The Secondary School Administrator Views the Counselor", *California Journal of Secondary Education*, 30: 335-342 (October, 1955).

³ Ruby D. Harris, "Patterns of Guidance Organization", *California Journal of Secondary Education*, 25: 59-61 (January, 1950).

⁴ Arthur J. Jones and Leonard M. Miller, "The National Picture of Pupil Personnel and Guidance Services in 1953", *National Association of Secondary School Principals Bulletin*, 38: 105-159 (February, 1954).

⁵ Glenn E. Smith, *Counseling in the Secondary School*. New York: The MacMillan Company, 1958. pp. 323-325.

A sprinkling of schools with school counselor salary differentials was found throughout the remainder of the state.

In general, schools having a salary differential employed slightly more non-certificated than certificated school counselors. Evidently criteria other than formal counselor preparation are of sufficient importance to warrant salary differential to assigned counselors even though they do not hold the Ohio School Counselor's certificate. It is quite probable that non-certificated counselors receiving a salary differential are primarily people of long service who entered this field of work prior to the establishment of certification requirements.

A number of questions arise as a result of this introductory study: (1.) What are the criteria used for a school counselor's salary differential? (2.) What rationale is used by schools not giving a salary differential? (3.) Should a salary differential be endorsed by the APGA? (4.) Should non-certificated assigned counselors be given a salary differential? (5.) Is there a salary differential range which should be consistent within a state, region or the country? (6.) Should there be state re-imbursement for school counselor's salary differentials? (7.) Should salary differentials vary with the nature of the assignment given a counselor, such as part-time, full-time, program coordination, supervision, etc.? (8.) Is re-imbursement for extended service a true differential? (9.) In reality, is the salary differential given on a basis of some general administrative work performed?

Although this brief report of a pilot research project deals specifically with the situation in one state, I believe that this topic reflects a crucial issue in the guidance field: "What is the status of the school counselor?" In an article by Eric Rhodes, the Salary Consultant of the National Education Association, the ten trends in teacher salary schedules do not indicate the salary situation for school counselors. The sixth trend which he lists has some indirect implications for the school counselor but does not differentiate between kinds of training and experience among teachers: "6. Related directly to this effort to raise maximum salaries is the clear-cut trend toward more ample recognition for advanced training and experience."⁶

The school counselor should be recognized as an important professional entity of the educational team with distinguishable competencies. Commensurate with this recognition is an adequate salary differential for the school counselor. How shall we answer the nine questions given above and an encompassing tenth one: "What should the American School Counselors Association do about this important problem?"

⁶ Eric Rhodes. "Ten Trends in Teacher Salary Schedules", *Kentucky School Journal*, XXXVI, No. 6, February 1958, p. 12.



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